

LESSON PLAN TEMPLATE

Name: _____

Date: _____

Lesson Topic: _____

Grade Level(s): 6 7 8 9 10 11 12 University _____

Course: Intro. I II III IV V AP SNS

Textbook: _____

Time Required: _____

Context for the Lesson:

1) **Targeted Grammatical Structure:** _____

2) **Communicative Function:** _____

[Students will use Spanish to: ask for directions, compare, complain, describe, express emotions, exchange information, flirt, make excuses, persuade, etc.]

3) **Conceptual Topic or Social Issue:** _____

[Students will talk about: death, education, environmental issues, family traditions, friendship, homelessness, immigration, politics, travel, etc.]

4) **Cultural Context:** _____

["Real life" setting in target culture(s) where this topic/issue would be discussed]

5) **Text Type:** _____

[Lesson is based on: An audio recording, comic strip, interview, newspaper or magazine article, poem, song, story, textbook reading, TV show, video clip, etc.]

6) **Targeted Vocabulary (no more than 7 words or phrases):**

[Key words students must know to understand the main idea of the text/lesson, and/or key words you want them to acquire by the end of the lesson]

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

g) _____

Targeted Standards-based Objective:

*(What will **students** be able **to do** as a result of this lesson that they could not do before in terms of their language, culture, etc.?)*

Students will (standards-based communicative function/task) about
(context/vocabulary topic) using + (grammatical structure) + (performance
parameters - accuracy, frequency, quantity, time).

Assessment/Evaluation of Objective(s): Informal Assessment ♦ Formal Assessment

*(What **PERFORMANCE** will students engage in or what **PRODUCT** will they create that will allow you to evaluate their progress toward the lesson objective and provide feedback on their performance?)*

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Instructions:

- 1) **Time** – Note how many minutes you will allot.
- 2) **Title** – Write the activity title in the blank.
- 3) **Teacher** - Write **one** sentence telling what you will do.
- 4) **Task Instructions** - Write step-by-step instructions for students in Spanish (1 line per step, 7 words per step, no more than 5 steps).
- 5) **Then what?** - Include what students should do when finished.

(____ min.) - Warm-up: _____

Capture Attention ♦ Activate Prior Knowledge

(Focus students' attention, activate/build prior knowledge, prepare students for learning)

The teacher will

- Paso 1:
- Paso 2:
- Paso 3:
- Paso 4:
- Paso 5:

(____ min.) - Contextualized Input: _____

Focus on Meaning ♦ Focus on Form ♦ Check for Understanding

(Students experience "real life" content through experiments, simulations, stories, or videos first, then teacher guides their attention to grammatical patterns in the content)

The teacher will

- Paso 1:
- Paso 2:
- Paso 3:
- Paso 4:
- Paso 5:

(____ min.) - Guided Practice 1: _____

Modeling ♦ Instructions ♦ Scaffolding ♦ Debriefing

(Structured opportunities to move and talk – repeat this section as many times as needed)

The teacher will

- Paso 1:
- Paso 2:
- Paso 3:
- Paso 4:
- Paso 5:

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(____ min.) – Closure: _____

Summarize ♦ Reflect ♦ Connect ♦ Extend ♦ Preview

(Summarize, organize, and reflect on learning)

The teacher will

Paso 1:

Paso 2:

Paso 3:

Paso 4:

Paso 5:

(____ min.) - Independent Practice: _____

Apply, Reinforce, & Practice Learning

(Usually as homework)

The teacher will

Paso 1:

Paso 2:

Paso 3:

Paso 4:

Paso 5:

Back-up/Sponge Activities:

(Additional activities for extra time, "fast finishers," or re-teaching)

1) _____

2) _____

3) _____

Adaptations:

(Changes to lesson for students who are gifted, heritage/native speakers, English language learners, or have other special needs?)

Materials: Please **attach a copy** of the materials and worksheets you will use.